

## The Ice Rink

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<p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they are reading in books that they can read independently. In these Teaching Notes the following strategies are taught: <i>Prediction, Questioning, Clarifying, Summarising, Imagining</i></li> </ul>	<p><b>Decodable words</b></p> <p>and, at, bump, Dad, Dad's, drinks, fun, got, hand, held, his, is, jump, let, look, my, on, rink, sat, skate(s), skin, spin, this, went, Wilf, with, whoops</p> <p><b>Tricky words</b></p> <p>a, banana, began, cold, down, go, he, hold, ice, me, no, oh, out, put, round, said, some, the, their, they, to</p> <p><b>C</b> = Language comprehension</p> <p><b>W</b> = Word recognition</p>
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### Group or guided reading

#### Introducing the book

- C** (*Clarifying, Prediction*) Read the title and ask the children if they know what an ice rink is. Ask: *What can you do at an ice rink? What do you need to wear?* Read the blurb on the back cover. Ask: *Who do you think will be better at skating – Wilf or his dad?*
- W** Check that the children can read the words listed on the back cover.
- C** (*Questioning, Clarifying*) Look at page 1. Ask: *Where are Wilf and Dad? What are the numbers on the doors for? Why do you think skates are this shape?*

#### Strategy check

Remind the children to use letters sounds first to try to work out new words.

#### Independent reading

- Ask the children to read the story aloud. Praise and encourage them while they read, and prompt as necessary.
- C** (*Summarising*) Ask the children to explain who was the better skater. Ask: *What made Dad fall over?*

**Assessment** Check that children:

- recognise automatically familiar high frequency words
- apply phonic knowledge and skills as the prime approach to reading
- identify main events and characters in stories
- use syntax and context when reading for meaning.

#### Returning to the text

- C** (*Questioning, Clarifying*) Ask the children: *Why did Dad tell Wilf to hold his hand on page 3?*
- C** (*Questioning*) Ask: *What was happening to the boy in the yellow jumper on page 6?*
- C** (*Questioning, Summarising*) Pages 12 and 13: *How can you tell Dad was a good skater?*
- W** Ask the children to say all the phonemes in 'rink': r-i-n-k, then use letter names to spell the word.

## Group and independent reading activities

**Objective** Recognise and use alternative ways of pronouncing the graphemes already taught.

**W** Ask the children to find two words that have the letter 'c' in them on page 9 ('ice', 'cold'). Ask them to explain what is different about the letter sound in the two words. Can they think of more words that begin with 'c' as in 'cold'? Make a list, e.g. 'cat', 'candle', 'card', 'cost'. Then ask them to think of words that begin with 'c' as in 'ice', and make a list, e.g. 'circle', 'circus', 'centimetre', 'centre'. Get the children to notice that when a 'c' comes before an 'e', or an 'i', it says 'c' as in 'ice'. You could use a dictionary to test this rule.

**Assessment** Could the children suggest words for each list?

**Objective** Visualise and comment on events, characters and ideas, making imaginative links to their own experiences.

**C** (*Imagining, Clarifying*) Ask the children whether they have tried to ice-skate or roller-skate. Look at all the characters in the pictures of 'the ice rink'. Ask them to decide which character they were most like the last time they tried to skate. Ask: *Did you hold on to someone, like Wilf? Did you help someone, like the girl is doing on page 9? Did you hold on to the side, like the boy is doing on page 4? Did you lose your balance like the boy has done on page 10?* If children have not skated before, ask them to say whether they think they would enjoy it.

**Assessment** Could the children use the pictures to make links to their own experiences?

**Objective** Spell new words using phonics as the prime approach.

**W** Ask: *How many phonemes are in the word 'rink'?* Say the phonemes and use letter names to spell the word. Ask the children to suggest other words that end with '-ink', e.g. 'think', 'sink', 'link', 'drink'. As children suggest words, ask them to say the phonemes in order to help you write each word on the board. Then make a list of words that end in '-ank' ('bank', 'sank', 'drank', 'thank') and ask them to say the phonemes to tell you which letters to write.

**Assessment** Were the children able to segment the words into phonemes to spell each word accurately?

## Speaking, listening and drama activities

**Objective** Describe incidents from their own experience in an audible voice.

**C** (*Summarising*) Use a circle time format to make sure that everyone has a chance to speak. Ask the children to think of a time they spent with their mum or dad, on their own without any brothers or sisters. *Did you go out? Where did you go? Did you stay at home? Did you cook something? What happened?* Praise children for giving clear descriptions and listening with attention.

## Writing activities

**Objective** Compose and write simple sentences independently to communicate meaning. Use capital letters and full stops when punctuating simple sentences.

**C** (*Imagining*) Ask the children to draw a picture to show what happened when Dad trod on the banana skin. Ask them to write a caption for the picture, explaining what happened.

**Assessment** Did the children's writing convey meaning?

Did they use a capital letter and a full stop?

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